



USAID/ IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA)
Year One Annual Work Plan
May 2004-April 2005



Submitted by:

American Institutes for Research

With:

Aga Khan Foundation
Joseph P. Kennedy Jr. Foundation

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ACRONYMS

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AKU-IED	Aga Khan University- Institute for Educational Development
ASTC	Advanced Secondary Teaching Certificate
CDC	Community Development Committees
COP	Chief of Party
CSO	Civil Society Organization
DEO	District Educational Officer
ECD	Early Childhood Development
EQUIP1	Educational Quality Improvement Program Award 1
GOZ	Government of Zanzibar
JPK	Joseph P. Kennedy Jr. Foundation
MOECS	Ministry of Education, Culture and Sports
MRC	Madrasa Resource Center
NGORC	NGO Resource Center
NTRC	National Teachers Resource Center
NTTC	Nkrumah Teacher Training College
PC	Parent Committees
PDC	Professional Development Center
PO	Program officers
PME	Performance Monitoring and Evaluation
REO	Regional Education Officer
SMC	School Management Committee
TAP	Teacher's Advancement Program
TTC	Teacher Training College

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EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)

Improving the Quality of Learning in Zanzibar (MKEZA) Year One Annual Work Plan May 2004 – April 2005

1.0 PREAMBLE

Project Title: Improving the Quality of Learning in Zanzibar (MKEZA)

Grantee: American Institutes for Research

Associate Award No. 623-A-00-04-00043-00 under EQUIP 1 Leader Award No. GDG-A-00-03-00006-00

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2.0 PROJECT SUMMARY

The MKEZA program aims to improve the quality of learning in Zanzibar by working with communities and government from the pre-school to the secondary level. The two-year program reaches almost every sector of the educational system in Zanzibar. Emphasis on quality learning is advanced by attention to enhancing government mentoring and training capacities, supporting communities in school management, strengthening teacher skills, promoting participation of local civil society organizations in the education system, and equipping classrooms. By stressing themes that reach out and include vulnerable populations, such as those with disabilities and girls, the program activities also improve educational access. Working through existing public and private institutions, the program strengthens the support network for Zanzibar's education system and builds unique partnerships to increase resources, support, and accountability.

MKEZA is carried out by the EQUIP1 consortium. The American Institutes for Research (AIR) serves as the recipient of the grant, providing management support to the project. Aga Khan Foundation (AKF) is the lead agency in Zanzibar, and through its projects and a core team implements MKEZA activities. The core team is led by the Chief of Party (COP) and a complement of technical experts who help to share and track program lessons, add technical depth, and strengthen relationships with other actors, including government. In addition, AKF works through several of its existing projects to implement the program. The Professional Development Center (PDC) and Teacher Advancement Program (TAP) work closely with the educational infrastructure in Zanzibar to enhance teacher skills. The Madrasa Resource Center (MRC) works with community-run madrasa pre-schools to enhance educational opportunities for young children, and the NGO Resource Center (NGORC) helps to strengthen civil society organizations in their approaches to working with communities and policy makers.

Moreover, the Joseph P. Kennedy Jr. Foundation (JPK) works as part of the EQUIP1 team to provide the project with valuable technical inputs on a consultancy basis. AIR manages those inputs in consultation with the field team, as well as distribution of funds to the Ministry of Education, Culture, and Sports (MOECS) for the procurement of resources necessary to equip classrooms and laboratories of colleges, teacher centres and schools and enhance new teacher skills being developed through other parts of the program. The MOECS is an integral part of every aspect of the program delivery and is seen as a full partner in MKEZA.

3.0 PROJECT GOAL, OBJECTIVES AND ACTIVITIES

The overarching goal of the program is to improve the quality of learning in Zanzibar. By working with government systems ranging from pre-school to the secondary level, the program reaches almost every sector of the educational system in Zanzibar. Emphasis on quality learning is underpinned by attention to enhancing training capacity, providing training to school inspectorate and building capacity for school governance and strengthening community participation, among other things. By stressing themes that reach out and include vulnerable populations, such as those with disabilities and girls, the program activities also improve educational access. Working through existing public and private institutions, the program strengthens the support network for Zanzibar's education system and builds unique partnerships to increase resources, support, and accountability. There are four overall objectives in this program.

Objective 1: Support the improvement of instruction and learning in Secondary school. The first objective aims to support the improvement of instruction in secondary schools. Activities are clustered in three areas: a) equipping classrooms and teachers, b) supporting teachers to improve their level of instruction, and c) strengthening secondary school management.

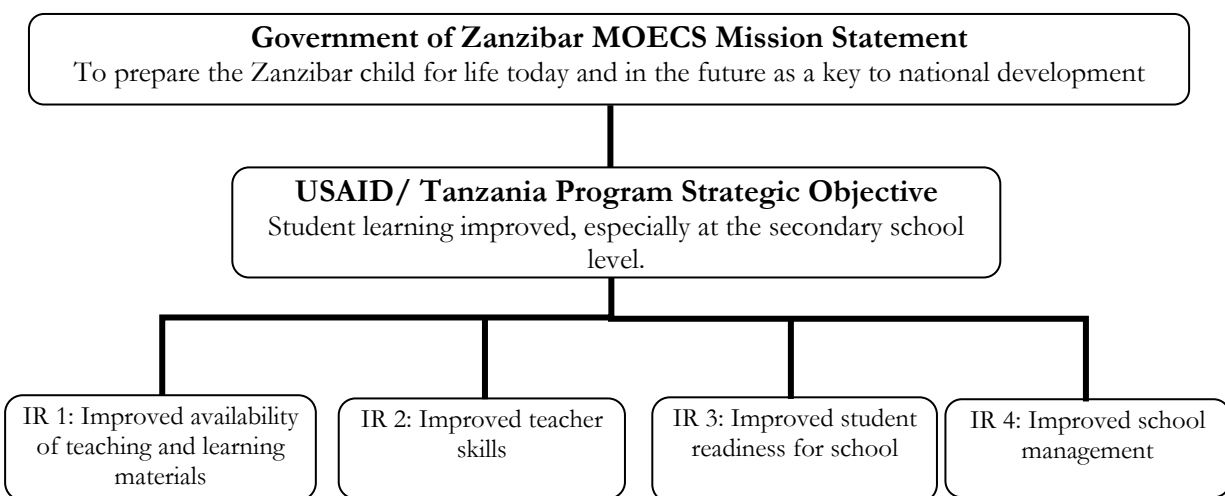
Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn. At the primary school level, activities are clustered under four main components: 1) equipping primary schools with adequate teaching and learning materials, 2) enhancing teacher confidence and ability in teaching, 3) strengthening school management, and 4) facilitating early learning readiness.

Objective 3: Provide support to those with disabilities to ensure a quality education. Support to children with disabilities will be an important theme throughout all of the activities in the first two objectives. Each of the projects within the program will seek to incorporate messages to promote inclusion and appropriate learning environments for all children. Activities include 1) identifying challenges faced by children with physical and cognitive disabilities; 2) Working closely with MOECS pilot test activities to better address challenges faced by children with disabilities and 3) Make recommendations to improve current practices

Objective 4: Provide support and encouragement to girls to increase access to quality education. Similarly, the promotion of access to quality education at all levels will be a consistent focus for the program. All project activities will be designed and implemented with attention to inclusion of girls and attention to their specific educational needs. Moreover, a set of activities will be carried out to deliberately and systematically address those needs, particularly in creating role models and in promoting girls' study of science and mathematics.

The project's activities are designed to support USAID/Tanzania's strategic framework in support of the MOECS (see Figure 1).

Figure 1: USAID/Tanzania Strategic Framework



4.0 STRATEGIC APPROACH

To address some of the challenges facing the education sector in Zanzibar, EQUIP1 offers the combined expertise of the American Institutes for Research, Aga Khan Foundation, and Joseph P. Kennedy Jr. Foundation to implement a project aimed at improving the quality of learning in Zanzibar. Emphasis will be placed on reaching populations that have traditionally fared less well in terms of their educational achievement, including the individuals within those populations who are the most vulnerable – girls, and students with disabilities.

Building on our strengths. The project builds on existing expertise of each of the partners, as well as previous experience of AKF in Tanzania. AIR contributes more than three decades of experience in more than 80 countries strengthening national education systems, increasing the involvement of communities in local schools, and improving the quality of teaching and learning. The Kennedy Foundation brings worldwide expertise in training and material design to better equip teachers who work with children with disabilities. AKF contributes the knowledge of over four decades of education programming, including successful programs in East Africa and over a decade of experience in Zanzibar. In particular, projects of AKF that are already addressing the program aims include, the Madrasa Resource Center, the NGO Resource Center and the Professional Development Center. This program will support those ongoing efforts and enhance them by working with GOZ institutions and local NGOs on their priorities.

The Madrasa Resource Centre, Zanzibar is a project of AKF that provides training to poor communities across Unguja and Pemba islands of Zanzibar in pre-school management, funding and teaching. Through this program, MRC will implement the early learning readiness portions of the grant. In addition to its on-going activities, this program will enable MRC to explore giving support to a number of public pre-schools and enhance its connections with public structures by working with trainers at Saateni Teacher Center. In addition, MRC will also contribute to helping develop methodologies for School Management Committees (SMC) engagement, as well as helping develop government capacity to respond to local needs.

The NGO Resource Center, Zanzibar aims to enhance the capacity of Civil Society Organizations (CSOs) by assisting them to design, deliver, and manage more effectively their development programs, engage in the creation of enabling environment and to help them link to other service providers. NGORC has worked with close to 100 CSOs from various sectors in Zanzibar and will work closely with 10 CSOs in this project in order to develop their capacity to mobilize communities and school management committees around education issues. Specifically, NGORC will use its experience with NGO board development in order to work with these local CSOs to transfer critical management skills to SMCs.

The Teachers' Advancement Program was a project drawn up by AKF and the Government of Zanzibar (GOZ) in 1998 to improve capacity and effectiveness of junior secondary school teachers and their support systems. Through this program, TAP will get an injection of technical support to develop a government recognized course to upgrade junior secondary teachers, develop materials for this course and provide training in collaboration with MOECS Department of Professional Services, Curriculum and Examinations.

Professional Development Centers are an extension project of the Aga Khan University - Institute for Educational Development (AKU-IED) aimed at developing the capacity of teaching professionals through support to teacher trainers, school heads, teachers, and other educational professionals. Mid-career teacher educators have been given the opportunity to pursue the M.Ed program at AKU-IED in Karachi to develop them as Professional Development Teachers who then return to their home countries to serve as teacher educators both within and outside of their own schools. During this program, PDC focus on strengthening educational leadership, teacher training staff, and the ability of Teacher Training College and the inspectorate to provide appropriate teacher mentoring and support.

Work closely with government. The program supports opportunities to strengthen government policy and institutions that promote education opportunities that are sensitive to the needs of communities and students. Building on existing relationships with the GOZ, major decisions around program direction will be made by program staff and government together in a consultative manner. Project staff and government counterparts will carry out program implementation. Furthermore, the program will seek out ways to enhance government capacity to identify and address grassroots policy concerns.

Capacity building. Capacity building is a priority for the project. The project team will strive to build capacity of its counterparts while working with existing frameworks that currently support education in Zanzibar. These frameworks include Inspectors, Teachers Centers, the team at the Nkrumah Teacher Training College (NTTC) and the National Teachers Resource Centre (NTRC). Through the project, capacity will be strengthened within local CSOs currently working in the education sector.

Education sector partners will benefit from a participatory process to develop new instructional materials for schools and teacher training. Intensive training focused on teacher advisors, subject tutors, NTTC staff, school heads, and other members of the formal education system will enable the program to transfer skills so that teachers receive appropriate in-service and pre-service support even after the program ends. Materials development, cooperation with local NGOs, support to a Girl's boarding school pilot initiative, and extensive procurement of supplies will increase the resource and knowledge base of counterparts in the formal education system of Zanzibar, as well as in communities. Lessons will be documented and shared widely.

Integrated program elements. An integrated approach will strengthen the program. Through focused capacity building of teachers and communities, the program will address three crosscutting themes. The first is improving access to girls' education. The second is increasing access to children with disabilities through targeted programming to address the specific challenges they face. And the third is to improve support for the transition from early learning all the way through secondary education. These themes provide the project with the unique opportunity to make sure that practices are coherent and curriculum/approaches are linked. Furthermore, public and private actors will be engaged to improve management and learning in the system. The project will work within the MOECS in various aspects and call on communities to create change in these related themes.

Focus on sustainable approaches. Sustainability issues are addressed at the onset of the program by focusing on the enhancement of training capacities within public institutions, government involvement, and wide participation of communities and input of civil society groups. The

engagement of local, regional, and national authorities, as well as local communities, will be a key underpinning to the project so that successes and lessons are shared. Cultural appropriateness within the current and projected resource pools of the local government and communities will also receive special attention.

Figure 2: Interventions by Partner

Support the improvement of instruction and learning in secondary schools	
NGORC	Strengthen Secondary School Management <ul style="list-style-type: none"> ▪ Train 10 CSOs on school management ▪ Train SMC and CDC ▪ Distribute newsletter on issues related to school management, girls and disabled education
TAP	Support improved instructional capacity <ul style="list-style-type: none"> ▪ Develop ASTC curriculum and materials for instruction in maths, science, civics ▪ Train secondary school teachers in maths science and civics Strengthen school management through training of school heads on mentoring and school management issues.
PDC	Support improved instructional capacity <ul style="list-style-type: none"> ▪ Conduct TOT workshops on new ASTC curriculum ▪ Assist NTTC in strengthening certificate and diploma courses Strengthen School Management <ul style="list-style-type: none"> ▪ Develop and implement a Certificate for Educational Management (CEELM) TOT for TC Coordinators, NTTC, inspectors and NTRC ▪ Conduct short course for DEOs and REOs on educational management
AIR	Procure textbooks and laboratory equipment for secondary schools
Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn	
NGORC	Strengthen Secondary School Management <ul style="list-style-type: none"> ▪ Organize government and stakeholder forums on school management ▪ Train 10 CSOs on school management ▪ Train SMCs and CDCs ▪ Distribute newsletter on issues related to school management, girls and disabled education
MRC	Facilitate early learning readiness <ul style="list-style-type: none"> ▪ Train teachers in 20 new schools (100 teachers) ▪ Train teachers in 20 graduate communities ▪ Support teachers on active learning methodologies and parent support (20 new communities and 40 graduate communities) ▪ Provide technical support to government pre-primary teacher approaches at 2 training colleges ▪ Train head teachers and lower primary section leaders on pre-primary to primary school transitions ▪ Meetings with SMCs and PCs in 20 new communities ▪ Mentor pre-school head teachers and lead teacher ▪ Organize government and stakeholder forums on ECD
PDC	Enhance teacher confidence and ability in teaching <ul style="list-style-type: none"> ▪ Develop modules and conduct TOT on mentoring for in-service primary school ▪ Develop modules and conduct TOT on use of locally available materials for teaching and learning
AIR	Procure textbooks and supplementary materials for primary schools

Provide support to those with disabilities to ensure a quality education	
NGORC	<ul style="list-style-type: none"> Conduct citizen forums on education issues for children with disabilities Train 10 CSOs on lobbying and advocacy for children with disabilities
JPK	<ul style="list-style-type: none"> Conduct focus groups to identify challenges faced by children with disabilities Develop inclusion module and conduct 2 TOT workshops to reach target audiences
All partners	<ul style="list-style-type: none"> Raising awareness and ensuring inclusion of children with disabilities will be addressed across all areas of the work
Provide support and encouragement to girls to increase access to quality education	
NGORC	<ul style="list-style-type: none"> Support 10 CSOs in delivering girls education campaigns Distribute financial support to 10 CSOs for girls education
All partners	<ul style="list-style-type: none"> Raising awareness and ensuring inclusion of girls will be addressed across all areas of the work

5.0 INDIVIDUAL LONG-TERM TECHNICAL ASSISTANCE TASKS

An extensive internal mid-term review of project activities will be conducted in the thirteenth month of the project. The purpose of the activity will be to reflect on progress in meeting project goals and in planning for the sustainability of project outcomes. The review will include facilitated meetings and focus group discussions with all project staff as well as USAID representatives. Monitoring systems and tools will be reviewed as well. Recommendations from the review will be included in the project's annual report and will be reflected in revisions to the project work plan.

AKF USA will provide ongoing technical assistance to guide program interventions and help streamline tools and approaches to effectively manage the MKEZA project. They will also ensure program learning from the wider Aga Khan Development Network is incorporated into MKEZA management, design and delivery.

The Joseph P. Kennedy Jr. Foundation will provide technical assistance on approaches for working with children with disabilities. JPK will take the lead in identifying the challenges faced by children with intellectual disabilities and design program activities to address those challenges. It will develop specialized training for teachers as well as supplemental curriculum to contribute to improving the learning environment for students with intellectual disabilities. These initiatives will be carried out in close cooperation with the core AKF team in Zanzibar to see that they resonate with activities aimed to reach children with physical disabilities.

6.0 TRAINING PLANS

Partner capacity building. Each partner contributing to the success of MKEZA has specific training needs. In the first quarter of year one, training needs will be assessed as the first step in an ongoing performance improvement process. These needs are based on the fundamental value of program learning and reflection and how these key elements contribute to the ultimate impact of program activities. Training activities will focus upon staff capacity building themes directly related to project goals, including building partners' capacity in the content areas of enhancing government mentoring and training capacities, supporting communities in school management, strengthening teacher skills, promoting participation of local civil society organizations in the education system, and better equipping classrooms with appropriate learning materials and equipment.

Beneficiary capacity building. A major thrust of the project includes training and capacity building initiatives for beneficiaries. Direct beneficiaries include: community members, parents, teachers, children, and education officials. The project seeks to develop teachers' and communities' capacities to better address the educational needs of children. Figure 3 shows a list of training activities that will be carried out in the first year of the project.

Figure 3: Training Plans for Beneficiaries

Training Component	Description	Timeframe
Enhancing Government Mentoring and Training	Design and implement TOT for school heads in school management and teacher mentoring functions.	Jan. 2005
	Implement a mentoring process for head teachers and lead teachers of pre-schools in quality assurance and school-based support	Nov. 2004
	Train REOs, DEOs, and inspectors in approaches to supporting school heads	Nov. 2004 – Apr. 2005
Improving school management	Design and implement training for CSOs to support strengthening of school management committees	Jan. – Apr. 2005
	Provide training to SMCs, and parent committee members in strategies to assure a smoother transition from pre-primary to primary schools	Dec. 2004 – Jan. 2005
	Train and support SMCs on effective management techniques including record keeping, community and resource mobilization, school administration and financial management.	Mar. – Apr. 2005
	Carry out training for head teachers and lower primary section leaders in strategies to assure a smoother transition from pre-primary to primary schools	Dec. 2004 – Jan. 2005
	Train head teachers to improve their school management and teacher mentoring functions	Jan. 2005
	Capacity building for the librarians, mobile library management course	Aug. – Sept. 2005
Strengthening Teacher Skills	Design and develop a mentoring module that will include aspects of handling children with special educational needs in ASTC and TOT.	Jan. – Feb. 2005
	Carry out workshops and training seminars for MRC teachers in order to improve their understanding and use of active learning	Oct. 2004 – Feb. 2005

Training Component	Description	Timeframe
	methodologies in the classroom	
	Provide training of trainers on mentoring for primary school teachers	Nov 2004 – Feb. 2005
	Provide training to teachers on the updated ASTC curriculum for math and science that focuses on enhancing the use of English as language of instruction (LOI).	Nov. 2004 – Jan. 2005
	Train teachers in the development and use of locally constructed teaching aids and lab equipment for maths and science	Nov. 2004 – Jan. 2005
	Conduct pilot training of NTTC instructors in approaches to better train future teachers (M.Ed) including review of the Educational Management Diploma	April 2005
Promoting Participation of Local Civil Society	Identify, assess needs and provide technical training to strengthen CSOs that have a capacity and focus on education	Nov. – Dec. 2004
	Carry out training and workshops on the special needs of children with disabilities	Apr. 2005
Policy and Advocacy	Conduct policy forum dialogue and follow up activities in identifying the importance of and needs for facilitating early childhood development.	Nov. 2004
	Develop and implement a training module for CSOs on lobbying and advocacy for children with disabilities	Mar. – Apr. 2005
Improving access and special needs education	Provide training to CSOs on lobbying and advocacy for children with disabilities	Mar. – Apr. 2005
	Provide training and support CSOs in designing and implementing girls education campaigns	Jan. – Feb. 2005
	Design and develop a mentoring module which will include aspects of handling children with special educational needs in ASTC and TOT	Jan. – Feb. 2005
	Carry out training and workshops on the special needs of children with disabilities	Apr. – May 2005

7.0 YEAR ONE EQUIP 1 MKEZA WORK PLAN

Activities by Objectives		Lead Implementing Partner(s)	2004								2005			
			May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Project Objective: To improve the quality of learning in Zanzibar														
Planning, Hiring, Office Set-Up, and Monitoring Activities														
A 1	Develop work plans and M&E plans	All partners												
A 1	Carry out procurement and distribution of office equipment	All partners												
A 1	Hire new personnel	All partners												
A 1	Design monitoring formats to collect M&E information	All partners												
A 1	Develop an MIS for EQUIP 1 activities	All partners												
A 1	Administer Monitoring Schedules	CT/TAP/PDC												
A 1	Monthly monitoring and feedback sessions	All partners												
A 1	Quarterly reviews													
A 1	Mid-term Review	CT												
A 1	Final Evaluation	CT												
Objective 1: Support the improvement of instruction and learning in Secondary schools														
Activity Area 1:Equip secondary school classrooms and teachers with learning/teaching materials and supplies														
B 1	Identify equipment and materials to be procured	MOECS												
B 1	Procure equipment	MOECS												
B 1	Deliver equipment to schools	MOECS												
Activity Area 2: Support improved instructional capacity														
B 2 1	Develop and Review the ASTC curriculum													
B 2	Review and update the ASTC curriculum (after baseline)	TAP												
B 2	Assess the level of English integration in ASTC	TAP												
B 2	Develop Civics curriculum for ASTC	TAP												
B 2 2	Develop modules & materials (for maths physics, chemistry, biology and civics) which includes module on creation & use of locally made materials													
B 2	Conduct training for writers and editors	TAP												
B 2	Conduct workshops for each subject area to develop materials and modules	TAP												
B 2	Develop test materials	TAP												
B 2 3	Carry out ASTC TOT for NTTC, NTRC and TCs													

Activities by Objectives		Lead Implementing Partner(s)	2004								2005			
			May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
B 2	Plan and develop TOT for science	PDC												
B 2	Deliver TOT for science	PDC												
B 2	Plan and develop of TOT for maths	PDC												
B 2	Deliver TOT for maths	PDC												
B 2	Plan and develop TOT for civics	TAP/PDC/CT												
B 2	Deliver TOT for civics	TAP/PDC/CT												
B 2 4 Deliver ASTC to improve capacity of secondary school teachers														
B 2	Deliver ASTC Biology	TAP												
B 2	Deliver ATSC Chemistry	TAP												
B 2	Deliver ASTC Physics	TAP												
B 2	Deliver ASTC Maths	TAP												
B 2	Deliver ASTC Civics	TAP												
B 2 5 Co-ordinate action research in co-operation with MOECS														
B 2	Assess English competency levels	CT												
	Identify and address factors contributing to poor instructional capacity													
B 2		CT												
B 2 6 Assist NTTC in strengthening certificate and diploma courses														
B 2	Conduct M.ED at AKU-IED	PDC												
B 2	Review Educational Management Diploma	PDC												
Activity Area 3: Strengthen Secondary School Management														
	Certificate for Educational Management (CEM) TOT for TC Co-coordinators, NTTC, inspectors and NTRC													
B 3 1														
B 3	Plan, develop and deliver TOT	PDC												
B 3 2 Conduct short course for DEOs and REOs on educational management														
B 3	Plan, develop and deliver training	PDC												
B 3 3 Train School heads to improve their school management and teacher mentoring functions														
B 3	Plan, develop and deliver TOT	TAP												
B 3 Strengthening CSOs in support of School Management														
B 3	Assess potential roles and needs of CSOs	NGORC												
B 3	Pre-test and pilot training modules and make relevant changes	NGORC												

Activities by Objectives		Lead Implementing Partner(s)	2004								2005			
			May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
B 3	Conduct organization development interventions with 10 CSOs to address organizational needs discovered in needs assessment	NGORC												
B 3	Produce a newsletter to inform CSOs and MOECS about issues related to education (particularly around school management, children with disabilities, and girl's education)	NGORC												
B 3	Assist 10 CSOs in developing plans to achieve their own program targets	NGORC												
B 3	Train 10 CSO trainers on the modules developed for to improve school management at the secondary level	NGORC												
B 3	Conduct CSO training of SMCs and CDCs	NGORC												
B 3	Conduct NGORC back-up support to CSO trainers in communities	NGORC												
Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn														
Activity Area 1: Equip primary school classrooms with inputs needed for effective teaching and learning.														
C 1 1	Provide schools with appropriate textbooks from Class I-III													
C 1	Determine how many textbooks are needed	MOECS												
C 1 2	Furnish schools and community libraries with supplementary reading materials													
C 1	Determine what kind and how many supplementary reading materials should be procured	MOECS												
C 1 3	Develop supplementary classroom materials for primary school teachers													
C 1	Identify needs for supplementary materials	CT/MOECS												
C 1	Develop materials/modify existing materials	CT/MOECS												
C 1	Pilot test those materials	CT/MOECS												
C 1	Produce effective materials for distribution	CT/MOECS												
C 1	Distribute to teachers using appropriate delivery mechanism	CT/MOECS												
C 1 4	Establish mini lib at NTRC with possibility of mobile lending facilities													
C 1	Conduct needs assessment to determine what kind of materials may be necessary, e.g. books, supplementary teaching and learning materials, office and computer equipment.	CT/MOECS												
C 1	Procure variety of materials for a library	MOECS												
C 1	Pilot lending program	CT/MOECS												
Activity Area 2: Enhance teacher confidence and ability in teaching														

Activities by Objectives		Lead Implementing Partner(s)	2004								2005			
			May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
C 2 1	Support TC to more effectively fulfill their role at the primary level by providing support for in-service mentoring to TA													
C 2	Design and deliver mentoring module in ASTC TOT	PDC												
C 2 2	CEP Science to include designing and development of materials for TCs & teachers in science - 9 schools													
C 2	Plan and Develop CEP science	PDC												
C 2	Deliver CEP training	PDC												
C 2 3	Facilitate MOECS to assess the in-service needs of maths and science teachers													
C 2	Design and deliver training course for MOECS on needs assessment	CT/PDC												
Activity Area 3: Strengthen School Management at the Primary Level														
C 3	Hold forums with MOECS, CSOs and NGORC to identify ways of strengthening of primary school management capacity	NGORC												
C 3	Develop and design modules on strengthening school management committees at primary level	NGORC												
C 3	Assist 10 CSOs in developing plans to achieve their own program targets at the primary level	NGORC												
C 3	Train 10 CSOs trainers in the modules developed	NGORC												
C 3	CSO trainers train SMCs and CDCs in primary school management	NGORC												
C 3	NGORC back-up support to CSO trainers in communities	NGORC												
Activity Area 4: Facilitate early learning readiness														
C 4 1	Train 100 teachers in 20 new schools													
C 4	Develop a two-year training program	MRC												
C 4	Carry out orientation training	MRC												
C 4	Support teachers to set up learning areas in their schools	MRC												
C 4	Certify teachers	MRC												
C 4	Support SMC members to work with parents and other community members through regular visits	MRC												
C 4 1	Train teachers in 20 graduate communities													
C 4	Develop training programs for teachers to monitor learning outcomes	MRC												

Activities by Objectives			Lead Implementing Partner(s)	2004							2005				
				May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
C 4		Carry out training	MRC												
C 4		Support teachers in schools to observe and write learning outcome reports	MRC												
C 4		Certify teachers	MRC												
C 4	3	Provide follow-up support for teachers in 20 new communities on active learning methodologies and parent support													
C 4		Follow-up teachers to support them in practicing active learning and working with parents	MRC												
C 4	4	Provide follow-up support to teachers in 20 graduate communities on learning outcomes and active learning													
C 4		Follow-up teachers to support them in practicing active learning, assessing children in learning outcomes and working with parents	MRC												
C 4	5	Provide follow-up support to teachers 40 graduate communities on active learning													
C 4		Follow-up teachers to support them in practicing active learning	MRC												
C 4	6	Review government pre-primary teacher training approaches with Saateni and Michakaini TCs and provide required technical assistance													
C 4		Review meetings to discuss approaches/methods that government pre-school teacher trainers use in the classrooms	MRC												
C 4		Develop an Memorandum of Understanding between Education department of MOECS and MRC to delineate areas in which MRC will provide support to the government and review as necessary	MRC												
C 4	7	Train head teachers and lower primary section leaders on their role to carry out appropriate transition of children from pre-primary to primary school													
C 4		Develop a training program	MRC												
C 4		Carry out training	MRC												
C 4	8	Conduct meetings with school management committees and parent committees in the 20 new communities in order to raise awareness around pre-primary to primary school transition issues, learning readiness and parental involvement in schools													
C 4	1	Plan and organize meetings with SMCs and Parent Committees	MRC												
C 4	2	Conduct 2 meetings per community to discuss transitional issues, parental involvement and learning readiness	MRC												
C 4	9	Mentor head teachers and lead teachers of pre-schools in quality assurance and school-based support													

Activities by Objectives		Lead Implementing Partner(s)	2004								2005			
			May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
C 4	Provide follow up support to Head and Lead teachers to ensure that they practice quality classroom teaching and enrich the learning environment	MRC												
C 4	Conduct regular assessment of Head and Lead teachers on their performance	MRC												
C 4 10	Organize a forum for with MOECS, MOH, Ministry of Employment, Youth, Women, and Children's Development, NGOs, UNICEF, ZACA, Amani ECCD to look at the importance of early learning													
C 4	Carry out the policy dialogue forum	MRC												
C 4 11	Collect and analyze materials to be used in a manual for community resource teams (CRT)													
C 4	Develop a draft of the CRT Training Manual	MRC												
C 4 12	Review manual for school management committees to include content on early childhood development													
C 4	Develop the first draft of the Manual	MRC												
Objective 3: Provide support to those children with disabilities to ensure a quality education														
Activity Area 1: Identify major challenges faced by children with physical and cognitive disabilities														
D 1 1	Map out needs and current interventions in Zanzibar related to children with disabilities through focus groups, interviews, and visits													
D 1	Identify NGOs already active in the sector	JPK and Core team												
D 1	Hold focus group discussions with parents and teachers to better understand attitudes and challenges around education for children with disabilities	JPK and Core team												
D 1 3	Write report on mapping exercise with recommendations for addressing key issues													
D 1	Share results of mapping exercise through distribution of report and consultations with various stakeholders	JPK and Core team												
Activity Area 2: Working closely with MOECS pilot test activities to better address challenges faced by children with disabilities														
D 2	Conduct citizen forum/public debate on education and children with disabilities (in cooperation with 10 CSOs and MOECS)	NGORC												
D 2	Develop training module on training of CSOs about lobbying and advocacy around children with disabilities	NGORC												
D 2	Train 10 CSOs on lobbying and advocacy for children with disabilities	NGORC												
D 2 4	Design and test interventions to address children with special needs as a part of other activities in the EQUIP1/Zanzibar program													

Activities by Objectives		Lead Implementing Partner(s)	2004								2005			
			May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
D 2	Develop designs and work plans for NGO initiatives to work with MOECS to address children with special needs	Core team												
D 2	Implement select pilot projects	Core team and NGOs or AKF projects												
D 2	Monitor progress of pilot projects	Core team and NGOs or AKF projects												
D 2	5 Develop and test a TOT to help teachers find strategies for working with children with disabilities													
D 2	Develop a TOT design, including number of people to be reached and duration	JPK, Core team, MOECS												
D 2	Pilot test TOT with a select group of target audiences involved in the program	JPK, Core team, MOECS												
D 2	Develop a plan for next steps to help institutionalize the TOT	Core team and MOECS												
D 2	6 Conduct TOT workshop for Zanzibari CSOs to raise awareness about children with disabilities in the communities in which they work													
D 2	Create TOT design	JPK, Core team, NGORC												
D 2	Deliver TOT	JPK, Core team, NGORC												
D 2	Provide follow-up support to CSOs to implement community awareness activities in the field	Core team and NGORC												
Activity Area 3: Make recommendations to improve current practices														
D 3	Document effective practices and challenges faced during implementation of activities around children with disabilities	Core Team												
D 3	Hold a forum to share strategies and materials and discuss recommendations	Core Team												
Objective 4: Provide support and encouragement to girls to increase access to quality to education														
Activity Area 1: Identify the current situation and challenges to girls access to education														
E 1	1 Survey the challenges and responses around girls' access to education in Zanzibar													
E 1	Review and assess challenges	Core team												

Activities by Objectives			Lead Implementing Partner(s)	2004							2005			
				May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
E 1		Hold focus group discussions with students, parents and teachers to better understand issues	Core team											
E 1	3	Write report on mapping exercise with recommendations for addressing key issues												
E 1		Share results of mapping exercise through distribution of report and consultations with various stakeholders	JPK and Core team											
Activity Area 2: Support and test initiatives to promote girl's education														
E 2		Support 10 CSOs in developing a plan for promoting education of the girl child	NGORC											
E 2		Assist CSOs in delivering their education campaigns for the girl child by helping them to make linkages with other organizations and resources	NGORC											
E 2		Develop criteria for 10 CSOs to receive financial and in-kind support for delivering girls' education campaigns	NGORC											
E 2		Distribute in-kind and financial support to 10 CSOs for implementation of girl's education campaigns	NGORC											
E 2		Develop and deliver campaigns that will encourage girls to consider pursuing studies in maths and science												
E 2		Identify ways in which girls education message around math and science can be added to existing project activities	Core team											
E 2		Support and monitor a pilot project to create a girl's secondary boarding school												
E 2		Provide selected resource support through program procurement	MOECS											
E 2		Advertise for girls' scholarship	Core team											

